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ABSTRACT

Proceedings of a conference in Maryland on the faculty role in college governance are presented. A survey was conducted in 1982 to discover how faculty members at Maryland colleges and universities contribute to decision-making on their individual campuses. Following the survey, the statewide conference was held to discuss the results. The survey identified some significant differences between administrative and faculty view as to appropriate faculty roles in different types of decision-making. The proceedings provide a keynote address, detailed report and analysis of the survey results, and summaries of group discussions. The titles and authors of conference presentations are as follows: "The Control of the Campus: A National Issue" (Ernest L. Boyer); "Perceptions and Practice: A Maryland Survey on Governance" (Robert O. Berdahl and Stewart Edelstein); "Faculty Involvement in Retrenchment" (James M. Nickell); "Administrative Appointments" (L. Benita Mackie); "Curriculum Decisions" (James E. Bell); "Campus Budget Decisions" (Hugh Graham); and "Long-Range Planning" (Horace Judson). Appended are the survey instrument and a tabular report of responses to questions. (SW)

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# THE FACULTY ROLE IN CAMPUS GOVERNANCE

## Proceedings of a Statewide Conference in Maryland

## October, 1983

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# THE FACULTY ROLE
# IN
# CAMPUS GOVERNANCE

Proceedings of a Statewide Conference

in Maryland

October 1983

David E. Sumler, Editor
Maryland State Board for Higher Education

A JOINT PUBLICATION
of the
INSTITUTE FOR RESEARCH IN HIGHER AND ADULT EDUCATION
UNIVERSITY OF MARYLAND
and the
MARYLAND STATE BOARD FOR HIGHER EDUCATION



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## FOREWORD

This publication is the result of an effort of the Faculty Advisory Committee to the Maryland State Board for Higher Education to focus attention of the higher education community on issues of campus governance. For two years the Committee debated the proper approach. One more year was required for the development, implementation and interpretation the survey analyzed in Chapter II. Another six months went into the planning and organizing of the statewide conference on the faculty role in governance held on October 20, 1983, at Catonsville Community College, Catonsville, Maryland.

The product of all this thought and effort is a model statewide process. The process involved college presidents and state education officals as well as faculty leaders. The elements of the process--survey, conference, and followup publication--are easily replicated. The organization of the conference was carefully structured so as to give a fair hearing to all points of view--faculty, administrative, central governing boards, and boards of trustees. Some of these details are explained in Chapter III.

The Maryland State Board for Higher Education is publishing these "Proceedings" in hopes of stimulating a continuing discussion of the issues raised herein and as a model other states may wish to adapt to their own needs.

David E. Sumler, Editor
Maryland State Board for Higher Education

## PREFACE

Whenever faculty members come together--whether formally or informally, in small groups or large--one of the most frequent topics of discussion is the extent to which faculty viewpoints have been or will be considered in making various decisions about the operation of their respective colleges and universities. Such discussions often end in vigorous complaints about the distance which faculty members perceive between the amount of influence they feel they ought to have and how much they believe they actually possess. Indeed, as more institutions attempt to apply management strategies copied from the business world, time-honored concepts such as collegiality and shared governance do seem threatened.

Today, for most matters beyond the content and conduct of specific courses, the actual decision-makers are nonteaching administrators and lay governing boards. In such company, faculty members often see themselves as the only remaining defenders of the traditional academic "articles of faith." Words like "quality," "standards," and "excellence" figure prominently in their arguments regarding class size, teaching loads and similar issues. Administrators and trustees, for their part, often look upon this as a pretentious cover-up for a self-serving defense of the status quo. Faculty positions are often dismissed as hypocritical, or at best "unrealistic" in relation to the way in which the institution as a whole "must" be managed and financed.

In recent years, governmental and judicial bodies have also come to exercise more power over colleges and universities, and this has removed some aspects of decision-making still farther from any realistic possibility of faculty influence. Thus, the question of the faculty role in campus governance is a timely one.

The idea of conducting a survey to discover something of how faculty members at Maryland colleges and universities play a part in decision-making on their individual campuses, followed by a statewide conference to discuss the results, originated from the Faculty Advisory Committee to the Maryland State Board for Higher Education. The Faculty Advisory Committee (FAC) is composed of thirteen members, selected by faculty bodies which represent all types of postsecondary educational institutions, public and private, across the State of Maryland. Its primary function is to provide the State Board for Higher Education with a faculty viewpoint on the various issues and decisions it must consider, but the Committee sometimes also undertakes independent activities such as studies and conferences on educational issues.

In the course of discussions at FAC meetings, the Committee members often compare governance and decision-making practices at their respective institutions. For me, as an individual, one of the most valuable aspects of FAC membership has been this exposure to what happens on other campuses which gives me some degree of perspective in viewing my own institution. Some of the things I hear stimulate me to go back and ask questions on my own campus about how and why we do things. Other things I hear make me feel lucky to be employed where I am. But always, hearing about other institutions provides a broader context within which to view my own particular corner of the academic universe.

The basic idea of the survey and the conference, then, was to gather in a more comprehensive way the same sort of information which we as FAC members exchange informally, and to share the perspective it provides with others.

Intriguing as this idea seemed, we quickly realized that our committee had neither the time nor the expertise to conduct a credible survey. We turned to the Maryland Conference of the AAUP and also to the University of Maryland's Institute for Research in Higher and Adult Education for help. Both organizations were willing to serve as co-sponsors of the study and the subsequent conference, and the Institute's director, Dr. Robert Berdahl, agreed to administer the survey and analyze the

results, with the help of others at the University of Maryland.

The survey, designed by a joint committee including Dr. Berdahl and his colleagues plus representatives of the FAC, was administered late in the spring of 1982. The responses of institutional presidents and faculty governance heads to a written questionnaire and those of randomly selected faculty members to a telephone survey were tabulated separately in order to compare the perceptions of each group. The detailed report and analysis of the results appear as Chapter II of these conference proceedings.

In true academic fashion, the FAC, and later the subcommittee which was formed to plan the Conference, paused any number of times to reconsider just what our purpose was. Each time we reaffirmed our belief in the value of compiling information, making it available to others, and setting up a forum for discussion. But we just as consistently rejected the idea of trying to arrive at any universal conclusions as to what the "right" or "best" mechanisms for faculty participation in campus governance might be. With such diversity as exists among institutions of higher learning today, no single way can be best for all. The faculty, administration, and trustees of each individual institution must find the answers which are right for their unique situation.

In retrospect, I think that we accomplished what we set out to do. By asking administrators and faculty members both about what "ought to be" and what they perceived the situation to actually be, the survey identified some significant differences between administrative and faculty views as to appropriate faculty roles in different types of decision-making. The conference itself provided the participants with an opportunity to exchange ideas across lines which are seldom crossed on many campuses, bringing together as it did a mixture of top administrators, trustees, faculty leaders, and other faculty members. The thought-provoking keynote address by Dr. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, which appears

as Chapter I of these conference proceedings, speaks for itself. The summaries of the group discussions which followed are summarized in Chapter III, and reflect the kind of communication which occurred at the Conference--people not only talked, but they also listened to each other. The participants must surely have left with a better understanding of other points of view, at the very least. We never will know what influence that understanding may have...but, rarely seeing concrete results from one's efforts is not unlike the educational process itself, to which we have all made a commitment.

In closing, I would like to thank everyone who contibuted to the success of the survey and the conference, especially the Maryland Chapter of the AAUP, Dr. Boyer, Dr. Berdahl, and Dr. David Sumler, of the SBHE staff, who handled most of the arrangements for the Conference. And a special "Thank you" to President John M. Kingsmore of Catonsville Community College, who made his campus available for the Conference, and his very competent administrators who handled the details: Laura Barnes, Coordinator of Alumni Programs and Community Scheduling, and Betty Reichelt, Cafeteria Manager.

Margaret Caldwell Ryan

Chairman, Faculty Advisory Committee

# CHAPTER I

## THE CONTROL OF THE CAMPUS: A NATIONAL ISSUE

# THE CONTROL OF THE CAMPUS: A NATIONAL ISSUE

by

Ernest L. Boyer

President, Carnegie Foundation for the
Advancement of Teaching

I am much impressed that the State of Maryland has chosen to examine the fundamental question: "Who is to control higher education?" This continues to be one of the most important issues confronting the nation's colleges and universities. I greatly commend the leaders of the State Board of Higher Education, Commissioner Knorr, the Faculty Advisory Committee, and others who have established in this conference a model of what could be a continuing theme in the national discussion of higher education.

Two years ago the Carnegie Foundation prepared a little essay entitled The Control of the Campus,[1] and a few summary remarks relating to that document may be appropriate before we have general discussion.

When we began our governance study in 1981 -- it seems a long time ago -- there was a wide-spread conviction among educators that the federal government was becoming increasingly

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[1] The Carnegie Foundation for the Advancement of Teaching, The Control of the Campus: A Report on the Governance of Higher Education, (Princeton University Press) 1982.

intrusive and that the problem of control was the Washington bureaucracy. I must say I shared that bias; even though I personally had been part of the problem rather than the solution, for several years in the Office of Education.

But candor required the admission, after examining all the charges brought to our attention as we proceeded with the study, that the story of the federal relationship to higher education in this country has been a story of remarkable freedom rather than intense intrusion. There are exceptions, to be sure, but it is my considered judgment, and I think it is shared by those who joined us on the panel, that the federal agencies in Washington have a record of maintaining a respectful distance from internal campus affairs, even though the amount of Federal support has dramatically increased. So, I think that we should give credit where credit is due and understand that, by and large, the national effort has been one of increased investment but, generally, with restraint, or even detachment from undue intervention.

There are exceptions to, be sure, and I will cite a few--just to prove that the critics are not necessarily all that wrong. The Veterans Administration, in my view, has had a record of carelessness about the integrity of higher education. I personally was involved in a meeting at the Veterans Administration several years ago where we tried to persuade that agency not to impose detailed regulations in marking classroom attendance, requiring that those getting VA benefits under the GI Bill be in class for a given hour on a given day. The attitude

of that agency (which I observed first hand) appeared to be that, unless students attended class at a given time, and unless attendance was taken, the VA would not trust the institution. In a celebrated case brought by Wayne State University, the courts upheld the right of that agency to be unusually interventionist. In my view, they had the wrong notion about the integrity of the campus, and their policies, in my judgment, introduced high risk.

Another point: There was a debate in the Office of Education while I was there, about separating accreditation from eligibility for student aid. This struck me as an ominous move to impose, through the Office of Education, a layer of accreditation oversight by a federal bureaucracy would have, I thought, long-term negative implications. The problem, of course, is that accredition does not assure that the college is going to manage public monies well -- that's a problem I will bring up later on. On the other hand, the proposal by the Carter administration that the Office of Education become the accreditor to decide which institutions are eligible for student aid, based on a management audit, seemed to me to open enormously threatening prospects for federal control. I felt the cure would be much more damaging than the disease itself.

A third example of undue federal intervention relates to the issue of research. There has been grumpiness about the so-called "overhead issue". The question is, "to what is legitimate overhead and to what extent is it used to pay for campus expenses unrelated to the original purposes of the grant?" It is a legitimate debate.

When the federal government, several years ago, tried to impose a ceiling on overhead and get involved in the interior of how the overhead money was spent, you would have thought that the campus and the government had just declared World War III. Campuses were enormously nervous about the move. I have to say I understood the government view on this one because, quite frankly, I feel overhead monies occasionally have been rather carelessly assigned. But you have also to hear from President Toll[2] and others who defend very affectionately the discretion of that overhead support.

The bigger problem, however, emerges over still more fundamental questions. I well recall a debate we had in 1978 over the extent to which the federal government should intervene in the use of federal monies for research involving human subjects, or in areas where human health and well being were involved -- such as DNA research. Here, if the wrong moves are made, there could be awesome social and health implications. I do give a lot of credit to Joseph Califano[3] for resolving that controversy by setting up peer review panels drawn from the professon to advise the federal agency; in effect, establishing an intermediate unit but still carrying out what, I think, was a legitimate federal responsibility.

The other example of a fundamental issue -- and then I will leave the federal government and come more quickly to the state,

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[2] President John Toll, University of Maryland.

[3] Secretary of Health, Education, and Welfare

and finally to the campus -- has to do with civil rights. There probably has been no issue in which campus integrity on the one hand, and social purposes on the other, have stirred more tension. I will note two celebrated cases, but I could cite literally dozens of others.

The question of whether an individual has been prejudicially dealt with in the matter of promotion and tenure came to the fore at Berkeley. The Department of Labor was investigating a charge of discrimination, and they wanted access to the personnel records in a particular department; they also wanted to take these records off campus. Well, there was a great confrontation at Berkeley between the university and the Department of Labor. It was finally resolved by the Secretary of Labor saying that the department would voluntarilty agree not to take the records off campus, but he never conceded that they did not have the right to do so. We had an uneasy compromise in which the principle of control presumably was retained by the federal government; while the practice was modified to accommodate sensitivity on the campus.

All of you must have read about the circumstances at the University of Georgia in which one of the professors in a tenure case refused to reveal how he voted. Civil rights and equity notwithstanding, he felt no federal agency and no court had the right to tell him to reveal his vote on a tenure case, and he spent time in a Georgia jail charged with contempt.

These, I think, are enormously delicate matters. I can only say there are, at bottom, various elements of anguish here. The

university has to live in a world of ambiguity, as we try to deal with the issue of the independence of the university while still acknowledging individual rights. So, the issue before us today is not the autonomy of the university, which I think never existed and never will. After all, universities have always been answerable to the church, to the state, to their constituents. The issue rather is integrity -- that is, maintaining the right to control the basic functions of teaching and research and, presumably, the selection and retention of those who teach and to control what is taught.

How to protect these essential functions while still answering responsibly in the social context seems to me to be an enduring and essential question, one that our conversations should return to time and time again. We cannot be careless about invasions nor can we be insensitive to the claims of the broader community.

Now I would like to slip very quickly into the judicial arena. The courts have become increasingly the point of jurisdiction over institutional versus individual rights. It has been, increasingly, the practice of individuals who feel they have little confidence in institutional wisdom to turn to alternative paths to appeal their case. In the end, most of the integrity questions facing higher education will be resolved not over the bargaining table but in the courts. And a single case will then affect all other institutions. So, in the end, governance will perhaps become more a judicial than an administrative decision in this nation.

I can give you endlesr examples. The celebrated Adams-Califano case, which now is Adams-Bell, was primarily a court case. Yet HEW has taken venemous abuse because, it is said, they were invading carelessly the southern states that were charged with discrimination because black colleges nave been segregated or white colleges have not been desegregated. The truth is HEW was under court order to produce a plan within 90 days or Secretary Califano would have been held in contempt of court. I well recall we helped develop a plan that was, indeed, unacceptable by the courts. So, what at first blush seems to be the bureaucracy at work is in fact the action of the courts. Now, I would not for one moment in any way wish to diminish the authority of the courts. I think that is why this nation is what it is -- individuals can be heard when systems do not work well. One only hopes, however, that court decisions will also be made with a sensitivity to institutional integrity. The courts also have an obligation to help maintain the balance; but certainly the conclusion should not be "let's cut off the judicial process" from those who feel they need justice done for them.

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Now let me turn quickly to the states. I believe the governance issues of the next decade will be located more in the

courts, and more in the states, and more on the campus, rather than in the federal government -- unless the government has a changed in mind, of course, and expands higher education funding, and becomes much more interventionist than it has been in the past. I do not see this happening. I am less worried about Washington than about the states, and about our own inability to take seriously the issue of self-control.

States--well, let's talk about them in two parts. There are the legislature and executive branch, and then there are the quasi-official organizations called coordinating bodies which seem in some respect to be neither fish nor fowl. In recent years, the cumulative effect of government agencies at the legislative and executive levels has been absolutely devastating in some states. Certain state legislatures have had this unhappy attitude that, "Since we have less money, we need more control." That curious contradiction seems to be appallingly inappropriate, and it flies in the face of notions of what good management is all about. Every guideline I have read suggests that, for effectiveness in the administration, the more limited the resources, the greater the freedom needed. Yet the mentality that suggests "We will not only give you less money but more control" makes a difficult situation almost impossible. I would only plead to those in the executive and legislative branches to have at least a modest degree of trust in the capacity of institutions to use resources wisely, instead of assuming that the intent is always to abuse and use funds detrimentally.

If we approach our jobs in the spirit of distrust, the entire system of administration will inevitably collapse. The only way I know to engage in governance is to assume that most people are honest instead of dishonest--most people want to make the job work instead of having it collapse--most people want to be accountable instead of secretive. If you approach your job with exactly the opposite assumptions, in my judgment, the system will not work. In the face of limited resources we must fight vigorously for greater freedom in determining how limited resources are applied.

Now, the issue of coordinating bodies is more ambiguous. I think we are entering a period of sober second thoughts about what, during another era, led to an over expectation of statewide coordination and governance across the campuses. Following World War II, it was rational to create coordinating agencies to integrate the strategies for growth more urgently required. The problem is that these new structures rarely were given the authority or the trust needed to deliver, even partially, at the level of the expectations. More than that, there was ambiguity as to what those expectations were. In some instances, state legislatures wanted the coordinating bodies to do the tough jobs they were not willing to do: save money, integrate the whole effort, keep it neat and clean, and, above all, solve the political problems. That is asking a great deal of any agency; especially when it doesn't have much inherent authority. On the other hand, the campuses said to state agencies: "Make sure we get all the money! Keep the politicians away! Thank you very much!"

There were, you will notice, not only over-expectations but contradictory expectations on both sides. It is no discredit, then, to the coordinating agencies, and to some very outstanding leaders, that they could not meet all the demands and make this system squeaky clean. Indeed, what has often happened is that, in spite of the rational judgments made by coordinating bodies, the other parties still play their political games; The structure is emasculated, while the power struggle goes on outside. And decisions made by the coordinating bodies are acceptable only if they seem to reinforce prejudices that are established by the parties beyond the system.

My own view is that the coordinating agencies can achieve change only by exercising what we used to call "moral authority". To the extent that leaders in the coordinating councils are seen as having independence and wisdom in their judgment, they will be listened to and supported--not as the point of final authority, but as the source of wise interpretation. In the end, if that is done well, I say "God Bless coordination." I have to say it because I am in an institution, at the present time, which has no authority over anyone. In the end I believe that, in the midst of the conflicts, there is a place for agencies and voices to bring wise judgment to public policy debate.

So I believe we are no longer naive about the role of coordinating bodies as the "power broker" that will fit it all together; because we have not even given such bodies the authority or even a clear mandate to achieve such order. But I'm

not ready to dismiss the coordinating role; because I do believe we still listen carefully to wise spokespeople when debates are intense. If that sounds like a too modest role, I am sorry; but I believe, in our society of open debate, such a role can be critical and strategic if wisely used.

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Let me close with the issue that brings us here today--that is the matter of self-regulation. We concluded our Carnegie essay on governance with the conviction that, in the end, the integrity of the campus will be either maintained or threatened not so much by what others do outside, but by what we do within. I genuinely believe that, in this case, the best defense is an offense. I worry very much that we have allowed campus governance to unravel. In the absence of structures that seem to be creditable internally, I frankly believe we give an open invitation to states and courts and the federal government to say "Well, you are so unclear, and so irresponsible, we will have to do it for you."

In the end, maintaining internal integrity in higher education rests squarely on our shoulders. We will always have wrong thinkers who want to do us in but, in my judgment, the strength of our response will be determined precisely by the integrity of our own decision-making structures. I wouldn't wish

the 1960s to come again; because I still carry welts on my psyche from that era. But,I remember one thing now with nostalgia--the vigorous debates we had about who runs the campus. In the midst of fights over Vietnam and all the rest, still we had vigorous discussions and, at times, some imaginative efforts to reform the governance of the universities. Some SUNY campuses came up with what I thought were remarkably interesting experiments, which you cannot find now even in the archives. We do not have any debate now about how to govern higher education, and more than that, we don't even seem to have any imaginative models of governance in our head. After all the debates, we don't seem to know or care how the various voices within the campuses relate one to the other.

What I see happening, in an era of retrenchment, is the attempt by each group to define its own narrow area of self interest and see to it that it is protected to the very end. There is a mentality of survival in which the unit that is most protective is defended. We have not been in an era of retrenchment for a very long time, and yet we seem not to be rationally dealing with problems of decline; rather we are acting in fragmented, self-protective ways.

Is there a model for governance on all campuses? The answer, I believe is "No!" But the longer I think about this, the more I am inclined to feel we need different decision-making models for different issues. There may not even be such a thing as the campus-wide model. Could we disaggregate the agenda somewhat more than we have, and start targeting strategies for

decision-making that seem to relate to the agendas? In Robert Berdahl's decision-making categories in the Maryland survey, you begin to see this disaggregation. I do believe that one of our problems in campus governance is in thinking so arbitrarily--this model is good, that one is bad.

Let me illustrate the point. The State University of New York, through state law, established collective bargaining about the time I became Chancellor. Most of my colleagues in land grant universities were enormously disturbed by collective bargaining. While the university did not endorse the move, I felt we should try to make the system work. In the State of New York, it appeared to everyones advantage to have collective bargaining with the state government in relation to salaries. On the other hand if collective bargaining were extended to a whole variety of other decision-making arrangements, that legitimately were a part of the faculty senate, it would have been disastrous. And as a matter of fact, we were able to retain both collective bargaining and a faculty senate, plus informal decision making, plus conversations in the corridors (which is another way to make some decisions on a campus)

The point I make is this: The way by which decisions are made in colleges and universities may range all the way from the formal structures of collective bargaining for certain narrowly defined issues to the informal conversations with colleagues in the faculty lounge for other issues. Our problem, then, is that we have assumed that it is either all formal and rigid or it is all casual and irresponsible. Is it possible for us to take the

wide ranging agenda of higher learning and impose on it wide ranging governance arrangements--trying to fit procedures to the issues? This is not a speech praising or condemning collective bargaining. I am only trying to illustrate the fact that, in one state collective bargaining became a law; and our job was to ask, "What is legitimate to debate in a formal fashion?" and "What should be decided in the town meetings of the faculty senate?" and "What should we leave open for individual and committee discretion?" That to me is the way to open windows in our thinking about governance in the future.

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One final point: I believe that issues of governance relate not to structure but to people. We have just completed a study of the high school; and, as I went from school to school, I was struck that teachers were feeling discouraged because they were becoming increasingly powerless. In our current efforts for school reform, I am worried very much that we are going to have statewide commissions and legislatures telling schools what to do and then turn to something else; meanwhile, teachers in the school are going to be left with more and more regulations imposed on them, less and less involvement, and, finally, they will be walking out and saying "You can have it!"

An organization is healthy or not healthy, to the degree that the people in the system believe it is a responsive institution. If governance has been collapsing, it is not just accidental; it suggests perhaps that people feel powerless about the overlays of structure and they can't find where decisions finally are made. However, if the faculty and administration in higher education can once again have the conviction that their involvement in decisions will make a difference, I believe governance will, once again, be a vital topic in higher education.

# CHAPTER II

## PERCEPTIONS AND PRACTICE:
## A MARYLAND SURVEY ON GOVERNANCE

# PERCEPTIONS AND PRACTICE:
# A MARYLAND SURVEY ON GOVERNANCE

Robert Berdahl
Stewart Edelstein
University of Maryland - College Park

## I. Introduction

In its recent report The Control of the Campus, the Carnegie Foundation for the Advancement of Teaching judged that "traditional structures (of governance) do not seem to be working well" and, noting the "paucity of thoughtful debate about academic governance," recommended that "colleges and universities may wish to convene governance convocations to consider ways more effectively to involve all members of the academic community in decision making on campus" (1982, Ch. 10).

The major existing text relating to the concept of shared governance is probably the 1966 "Statement on Government of Universities and Colleges," jointly formulated by the American Association of University Professors (AAUP), the American Council on Education (ACE) representing institutional presidents and the Association of Governing Boards (AGB) representing trustees. The Statement is a call to "mutual understanding regarding the government of colleges and universities" based on a community of interest among inescapably interdependent parties. This interdependence, in turn, requires "adequate communication among these components and full opportunity for appropriate joint planning and effort," and while shared authority can be implemented through a variety of approaches, "at least two general conclusions regarding joint effort seem clearly warranted:

(1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and

(2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand" (AAUP, 1973, p. 35).

One purpose of this Statement was to recognize the necessity of a differentiated faculty role and to provide guidelines for faculty participation in a variety of situations and structures. As such, the statement reflected what its authors believed academic governance ought to be rather than what it necessarily was.

During the expansion of higher education in the late 1960's and early 1970's it was easier to advocate an extensive faculty role in governance, as most of the decisions dealt with growth and additions to academic programs. In the past ten years, however, the governance agenda has become somewhat more grim, and some doubts have been voiced as to whether faculty have either the desire or the ability to participate in more negative decisions about cutting back academi. programs or reducing teaching staff.

A recent study by Richard Anderson (1983) involving 93 colleges and universities and over 5,000 faculty found that faculty perceive their colleges to be less democratically governed in 1980 than they did in the early 70s. According to respondents, administrators are making more of the decisions and involving faculty and students less than they did earlier. Visits were made to thirteen of these campuses to investigate the reasons for anomalies in the data -- institutions with relatively high faculty morale despite poor financial conditions and campuses reporting low faculty morale but stable financial conditions. Researchers found that "the level

of financial support and faculty salaries appear to have less effect on faculty morale than the meaningful participation of faculty in governance" (p. 6). Anderson suggests that democratic governance may be the best means to develop a sense of "ownership" among faculty. "If faculty feel that the institution is theirs to govern, their energies will more likely be given to the college's best interests."

Thus the present study of the faculty role in governance at Maryland colleges and universities comes at a propitious moment. The Faculty Advisory Committee to the Maryland State Board for Higher Education initiated the idea for a survey in 1981 and approached the Maryland State Conference of the AAUP and the Institute for Research in Higher and Adult Education at the University of Maryland - College Park to act as co-sponsors. The Institute sent out a survey questionnaire in May 1982 to the president and faculty leader (usually the head of the faculty council or senate) of all public and most private Maryland institutions (i.e. those private institutions belonging to the Maryland Independent College and University Association). In addition, the University of Maryland Survey Research Center conducted a telephone survey of 126 randomly selected persons from the faculties of participating institutions. The survey contained questions concerning perceived effectiveness of the faculty role in governance at various levels (department, school/college, campus, system, and state board) and for various issues (faculty matters, academic decisions, administration, student affairs, and off-campus affairs). Respondents were also asked how much influence faculty members <u>should</u> have in the issue areas. Thus, our findings allow us to see if there are significant differences between and among the three constituencies (presidents, faculty leaders, and general faculty) regarding either the <u>existing</u> or <u>desired</u> faculty role in governance.

Responses were received from 33 of 39 presidents, an 84% response rate. While 36 faculty leader's responses were received, a problem emerged about the legitimacy of responses from six small private institutions where no "faculty leader" had been formally designated. In those institutions, therefore, no "faculty leader" responses were tallied and we ended up with 30 usable replies.

Of the 39 Maryland colleges and universities included in this survey, 38 reported a formal structure for faculty participation in governance. Moreover, each of these 38 schools had some form of campus-wide senate or council. These varied considerably in structure, responsibility and membership. Twelve of these campus-wide bodies were simply regular meetings of the faculty as a whole, many having no real elected leadership or ongoing structural arrangements. The remaining 26 campuses reported having representative faculty senates or councils. Representatives were selected by the constituent faculty on those campuses.

Section II of this report will discuss the responses of the three constituencies regarding their perceptions of the existing faculty role in governance and their preferences for what this role ought to be. Section III will comment briefly on responses to a few open-ended questions. And Section IV will offer some concluding observations.

## II. Responses Regarding the Existing and Preferred Faculty Roles

Ratings of Overall Faculty Influence: In responding to the question of how much overall influence faculty members had in decision-making, presidents saw a much stronger role for faculty than either the faculty leaders or general faculty reported. While 51% of the presidents reported "great*" faculty influence and 47% "some" faculty influence, respondents

*Responses for "a very great deal" and "a great deal" have been combined.

from the general faculty and faculty leader groups reported having much less influence. About 17% of these two groups reported "great" influence; 51% and 54% respectively reported "some" influence and 33% and 21% respectively saw "little or no" faculty influence on decision-making.

This gap is considerably narrowed, however, when one turns to the responses regarding the preferred faculty influence. Here the general faculty (GF) show a 74% rating for "great" influence, faculty leaders (FL) 80% and presidents (P) 65%. Thus, although the GF wish to increase the faculty "great" influence from 17% to 74% and the FL from 17% to 80%, even the presidents wish to see that "great" influence increased from 51% to 65%. Clearly, whatever disagreement there might be over perceptions of existing faculty influence, there is much closer accord about the preferred role. Figure One depicts these responses graphically.

Faculty Roles at Different Levels of Participation: Question Five sought opinions about the relative effectiveness of the faculty role at different levels of participation. This recognizes that governance occurs not only over different issues (to be analyzed below) but also across different levels, from the department outwards to state government offices.

The results depicted on Table One point to at least three generalizations:

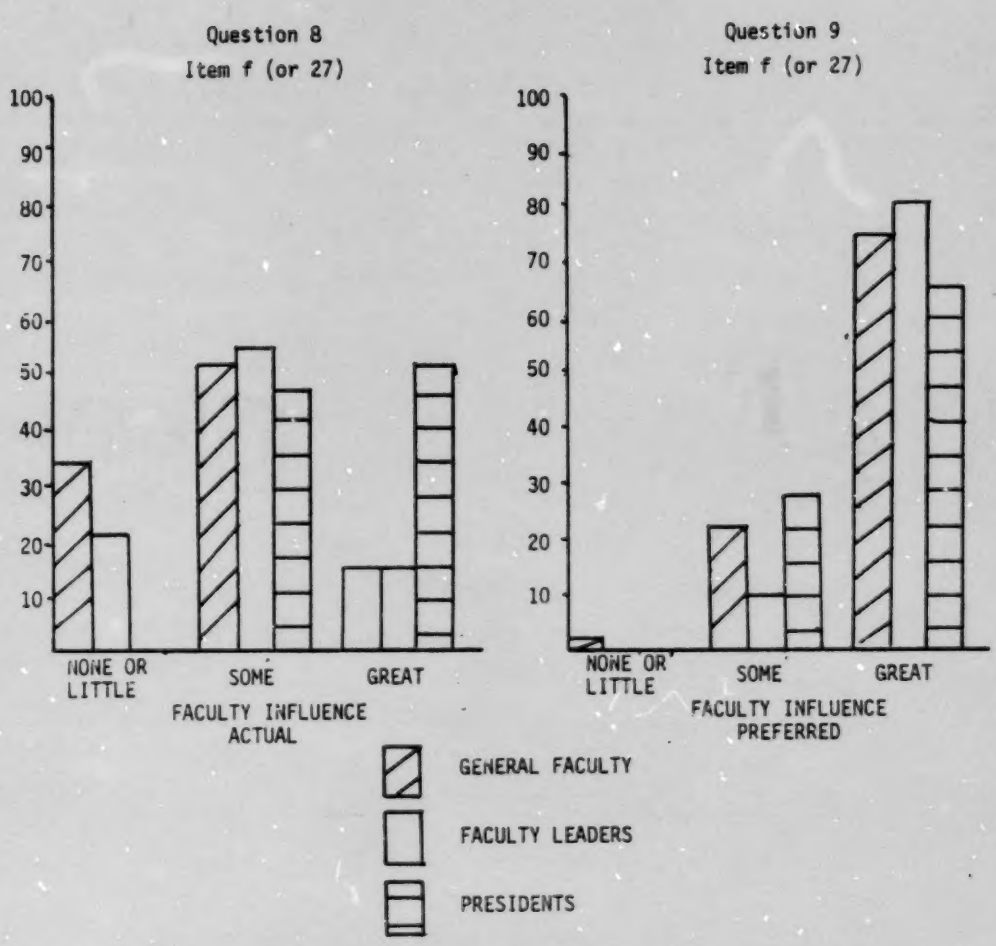
1. These responses reinforce the ones analyzed above in showing no major differences between general faculty and faculty leaders.

2. These responses reinforce the ones analyzed above in showing consistently stronger presidential estimates of faculty effectiveness than those coming from the faculty.

3. All three constituencies agreed in judging the faculty role strongest at the departmental and campus levels and somewhat weaker at the school/college/division level.

Figure One

OVERALL FACULTY INFLUENCE ON DECISION-MAKING



Question Five also sought answers about the effectiveness of the faculty role expressed through a system-wide senate/council (if applicable) (5d) and through the Faculty Advisory Committee to the State Board for Higher Education (5c). However, replies on these two items included non-responses of 45% (GF), 56% (FL) and 78% (P) for the system-wide senate question, and 51% (GF), 43% (FL) and 43% (P) for the Faculty Advisory Committee query and therefore are omitted in Table One and the discussion. We will comment at greater length on the faculty role in off-campus issues at the end of our next treatment of a variety of decision areas.

Table One

EFFECTIVENESS OF FACULTY ROLE

(Question 5)

| | Very Effective | Somewhat Effective | Not Effective | Non-Response |
|---|---|---|---|---|
| **At Department Level:** | | | | |
| GF | 28 | 57 | 11 | 3 |
| FL | 26 | 48 | 13 | 13 |
| P | 52 | 35 | 4 | 9 |
| **At School/College/Division Level:** | | | | |
| GF | 13 | 62 | 15 | 10 |
| FL | 9 | 52 | 26 | 13 |
| P | 30 | 52 | 4 | 13 |
| **At Campus Senate/Council Level:** | | | | |
| GF | 18 | 53 | 19 | 6 |
| FL | 26 | 56 | 13 | 4 |
| P | 43 | 52 | 4 | - |

Numbers equal percent of respondents.

GF = General Faculty
FL = Faculty Leaders
P = Presidents

Faculty Roles in Selected Decision Areas: Questions Eight and Nine, as noted above, sought reactions from the three constituencies regarding both perceptions of existing faculty roles and indications of preferred faculty roles relating to some 26 decision areas. We take these up topic by topic.

a. Faculty Matters (Items 1-5)

Table Two below reports the percentages of each of the three constituencies scoring the existing or the preferred faculty role as a 4 or 5, combined here as "a great deal of influence." Responses on Issue 3, termination of faculty members, are omitted because of possible ambiguity. Some respondents may have taken this to mean a negative tenure decision while others may have sensed that we meant the more unusual issue of reduction of tenured faculty.

What observations may we make in this area of Faculty Matters?

1. Once again, with the minor exception of the "Is" answer to Issue 5, Teaching assignments and loads, both the existing and preferred responses of the General Faculty and Faculty Leaders seem fairly close together.

2. Once again, though less in this group of decisions than in the data analyzed above, the presidents generally see the faculty existing role as stronger than do the GF or FL.

3. The record is mixed as regards responses for the preferred role. All three constituencies seem to agree that a strong faculty role is desirable in the appointment of new faculty (Item 1) and in promotion and tenure decisions (Item 2). However, for both salary matters (Item 4) and teaching assignments and loads (Item 5), the presidents favored a significantly weaker (though not a "weak) role for the faculty.

Table Two

FACULTY MATTERS

(Items 1-5, Questions 8 and 9)

Percent responding "a great deal of influence"

| Existing Role | | | | Preferred Role | | |
|---|---|---|---|---|---|---|
| GF | FL | P | Decision | GF | FL | P |
| 69 | 50 | 82 | 1. Appointment of new faculty | 94 | 88 | 91 |
| 49 | 50 | 96 | 2. Promotion and tenure | 88 | 88 | 86 |
| | | | 3. | | | |
| 14 | 13 | 13 | 4. Salary matters | 61 | 75 | 43 |
| 71 | 35 | 60 | 5. Teaching assignment/load | 89 | 80 | 52 |

b. Academic Decisions and Policy (Items 6-12)

This area shows very similar characteristics to the preceding one. From Table Three we draw the same three generalizations:

1. The GF and FL scores are quite similar.

2. The P ratings are consistently stronger than GF or FL scores for the existing faculty role in this area (with its "stronger" score on Issue 11, Number of faculty/program area, being only a 26%).

3. There is once again broad - though not total - convergence among all three constituencies on the preferred faculty role. The presidents' scores on Items 11 and 12, Number of faculty/program area and Reduction or elimination of degrees/courses/programs, are each 48%, certainly not a low figure, but significantly lower than the P preferred ratings of faculty roles in other decisions in this area.

Table Three

ACADEMIC DECISIONS AND POLICY

(Items 6-12, Questions 8 and 9)

Percent responding "a great deal of influence"

| Existing Role | | | | Preferred Role | | |
|---|---|---|---|---|---|---|
| GF | FL | P | Decision | GF | FL | P |
| 72 | 75 | 99 | 6. Curriculum and degree requirements | 88 | 96 | 100 |
| 98 | 96 | 100 | 7. Grades | 97 | 96 | 100 |
| 60 | 50 | 74 | 8. Types of degree offerings | 77 | 92 | 78 |
| 76 | 75 | 91 | 9. New course offerings | 93 | 96 | 86 |
| 16 | 21 | 56 | 10. Admissions requirements | 74 | 67 | 70 |
| 13 | 16 | 26 | 11. Number of faculty/program area | 62 | 67 | 48 |
| 29 | 26 | 47 | 12. Reduction of programs | 76 | 71 | 48 |

c. Administration (Items 13-20)

In this area of decisions we find a much more mixed set of responses. We offer the following general comments based on the data presented in Table Four below.

1. The Faculty Leaders overlap very closely with General Faculty in 13 out of 16 responses; the three exceptions are:

A) Item 15, Selection of department chairs, where 60% of GF see the existing faculty role as "great" and only 30% of FL regard it as so. Both constituencies, however, favor a much more extensive faculty role, with 92% of GF and 84% of FL choosing "a great deal of influence."

B) Item 13, Selection of president, where only 52% of GF preferred a "great deal" of faculty influence in contrast to 79% of FL.

C) Item 17, Campus budget decisions, where again the GF preferred score of 37% was atypically far below the FL figure of 62%.

2. Once again the pattern emerges of P perceptions of existing faculty influence as consistently higher than GF or FL perceptions. The only exception to this is in Item 13, Selection of president, where the P perception of 21% is the same as the FL perception. Here they finally agree! Interestingly enough, although the FL percentage on the preferred role jumps to 79%, even the P score rises to 43%, up 22% from the "Is" scale.

3. In this category, as with the preceding, there is some convergence of P preferred percentages with those of GF and FL. But for three issues, 17, 18 and 19 (Campus budget decisions, Campus administrative decisions and Governing board decisions) the percentages of all three constituencies start out from very low in the "Is" scale (e.g. 0% for FL on Item 19) and move up only to moderately low on the "Ought" scale. (One exception is the FL preferred percentage of 62% on Item 17, Campus budget decisions.) Thus, while the pattern of "convergence on the preferred scores" is maintained, this holds true only because both GF and FL join the P preferred scores on the lower end of the scale.

Table Four

ADMINISTRATION

(Items 13-20, Questions 8 and 9)

Percent responding "a great deal of influence"

| Existing Role | | | | Preferred Role | | |
|---|---|---|---|---|---|---|
| GF | FL | P | Decision | GF | FL | P |
| 10 | 21 | 21 | 13. Selection of president | 52 | 79 | 43 |
| 15 | 25 | 65 | 14. Selection of academic deans | 72 | 75 | 83 |
| 60 | 30 | 82 | 15. Selection of department chairs | 92 | 84 | 100 |
| 26 | 21 | 47 | 16. Departmental budget decisions | 77 | 88 | 74 |
| 2 | 8 | 13 | 17. Campus budget decisions | 37 | 62 | 30 |
| 3 | 4 | 26 | 18. Campus administrative decisions | 33 | 25 | 13 |
| 1 | 0 | 26 | 19. Governing board decisions | 30 | 33 | 26 |
| 14 | 13 | 26 | 20. Long range campus planning | 62 | 67 | 57 |

d. Student Affairs (Items 21-22)

With only two sets of answers to tally, the limited data set out below in Table Five seem to support the three generalizations already emerging:

1. No significant differences in GF and FL scores.
2. Stronger P perceptions of existing faculty roles.
3. Some convergence among all three constituencies regarding preferred faculty roles - although both GF and FL appear more reluctant than P for the faculty to have a "great deal of influence" over student activities and organizations (Item 22).

Table Five

STUDENT AFFAIRS

(Items 21-22, Questions 8 and 9)

Percent responding "a great deal of influence"

| Existing Roles | | | | Preferred Roles | | |
|---|---|---|---|---|---|---|
| GF | FL | P | Decision | GF | FL | P |
| 44 | 46 | 56 | 21. Academic discipline | 77 | 71 | 78 |
| 17 | 21 | 52 | 22. Student activities and organizations | 27 | 38 | 57 |

e. Off-Campus Affairs (Items 23-26)

No contemporary study of higher education governance would be complete without acknowledging the importance of decision-makers and decision-making bodies outside of the campus. Every institution, public and private, is affected by the actions of coordinating boards, the state legislature and its committees and the executive branch of state government. However, the data collected from the survey respondents about decisions in the off-campus areas seem a little shakier than those from traditional issues on campus; the number of non-responses rose in Items 25 and 26 to considerable figures. In addition, some faculty and presidents not in community colleges or in multi-

campus systems answered questions about the faculty role in state or system board decisions. For this reason we are dropping Items 25 and 26 on these two issues.

Nevertheless, with caution we can offer the following generalizations based on the remaining data in Table Six (where we have displayed the responses somewhat differently because comparing the "great influence" [combined 4 and 5] answers only does not allow for sufficient analyses to be made):

1. Once again there are no apparent large differences between the General Faculty and the Faculty Leaders.

2. In this area, however, the earlier pattern weakens that presidents consistently perceive existing faculty influence as stronger than that seen by GF or FL. On Item 23, State Board for Higher Education, it is not true at all, and on Item 24, Legislative decisions, it is only slightly valid.

3. Nor does the third earlier pattern hold up strongly in this area: the presidents do prefer a stronger faculty role - but their preferred faculty roles still remain significantly weaker than those coming from GF or FL. While there is some convergence on the "Ought" scale, it is less than in other decision areas.

Table Six

OFF-CAMPUS AFFAIRS

(Items 23-24, Questions 8 and 9)

23. State Board for Higher Education

| | Existing Influence | | | | Preferred Influence | | | |
|---|---|---|---|---|---|---|---|---|
| | Great | Some | Little/ None | No Response | Great | Some | Little/ None | No Response |
| GF | 3 | 7 | 72 | 17 | 29 | 51 | 9 | 13 |
| FL | 0 | 8 | 83 | 9 | 42 | 38 | 17 | 4 |
| P | 0 | 4 | 95 | - | 4 | 74 | 22 | - |
| 24. Legislative decisions | | | | | | | | |
| GF | 0 | 13 | 76 | 9 | 26 | 49 | 15 | 10 |
| FL | 0 | 4 | 88 | 9 | 29 | 50 | 12 | 8 |
| P | 0 | 17 | 82 | - | 9 | 65 | 26 | - |

GF = General Faculty
FL = Faculty Leader
P = President

III. Open-ended Responses

Survey respondents were asked in Question 6 to identify major problem areas in governance at their institutions. Not surprisingly, the largest number of responses from both faculty and presidents identified resource allocation decisions and campus fiscal policy as problems causing the greatest difficulties for their institution's governance system. Interestingly, items mentioned equally frequently were difficulties in communication and information flow between faculty and administration. These general problem areas are probably closely linked. They highlight the struggles of both faculty leaders and presidents at almost all Maryland institutions to handle the

stresses and strains of tight and diminishing resources in the absence of agreed-upon campus decision-making mechanisms and governance practices to deal with these constraints. Taken in this context, the survey responses point out the difficulties faced by many institutions which are now in the process of deciding how to decide on matters ranging from the allocation of scarce faculty positions to possible program cut-backs, and deciding how to involve faculty who have traditionally not been included in resource decision-making.

The survey response of one institutional president illustrates how a traditional campus governance system is adapting itself to meet the new fiscal environment:

> At the present time, we have neither a budget or finance committee, nor a long-range planning committee. We do have a "Retrenchment Committee" that is responsible for making recommendations concerning policies and procedures in the event of retrenchment. Since that responsibility requires a detailed knowledge of the budget, this committee has been increasingly used as a budget advisory committee, but without formal budgetary responsibility. Each year they are kept informed of the general progress of the budget and the major decisions which are being made. Their advice and counsel on the major alternatives confronting the institution is sought and seriously considered. They do not review detailed operating budgets of various units.
>
> Up until this year, the campus did have a long-range planning committee as part of the Academic Council. However, it had been designed largely to work with facilities planning rather than budget planning. It was eliminated and in its place a standing Self-Study Committee was created. This committee is charged with monitoring institutional research and the data base which forms the basis of planning, both long and short range. It is hoped that this committee will evolve into a standing committee on evaluation and diagnosis of areas which need improvement.
>
> The Self-Study Committee and the Retrenchment Committee will, therefore, be concentrating on different parts of the planning process but will involve faculty in direct contact with the President's staff. At the present time, the President's staff is serving as the long-range planning committee.

> I believe that each level of the University is constantly engaged in planning activities and the appropriate role of a long-range planning committee is to facilitate this process through the flow of budget and management information. If we move to more formal long-range planning, I am sure that there will be faculty committee involvement.

Respondents were also asked in Question 7 to identify examples of effective processes of faculty involvement in governance. But here no pattern emerged. Miscellaneous items ranging from good faculty senates to effective administrative-faculty communication channels were cited.

IV. Conclusion

This preliminary study gives us cause for both concern and hope. One of the most significant of the concerns is the disparity between the perceptions of actual practice as reported by faculty and presidents. Presidents saw much greater faculty influence in governance, while the faculty saw less. It is perhaps inevitable that considerable differences in perceptions of the existing faculty role would occur. We have long known that "what one sees" is very dependent on "where one sits." Nevertheless, the differences including those even related to the "facts" of governance structures were sufficiently marked and widespread that some serious attention to improved internal communications about governance procedures would seem to be in order. Accurate information widely disseminated will not eliminate the faculty/administrative perception gap, but it should at least narrow it a bit - from both sides.

Beyond this, however, are a series of more hopeful findings. First, faculty leaders can be reassured that their views are roughly shared by the general faculty. Second, on a number of issues, all three constituencies seem to be in agreement. This convergence of opinion often occurred on

the normative judgments regarding the proper faculty role in governance. Academic policy and student affairs revealed no major cleavage between constituencies. The faculty ought to have a very influential role. Administration policy and retrenchment procedures point to at least an expanded faculty role. Probably the areas needing the most careful attention for future discussions are the faculty role in campus budgeting, in long range planning, and in program reduction. In none of these will the role be easy; it will take good will on all sides to arrive at a mutually agreeable position.

While it would be a mistake to exaggerate the depth of this convergence of opinion, it does seem to reaffirm the spirit of the 1966 joint AAUP/ACE/AGB statement on governance. Most parties seem agreed that governance is a shared enterprise with the faculty playing a central role in certain areas and a lesser, but important, role in others. Such a finding seems an ideal place to begin the debate called for by the Carnegie Foundation. In Maryland, this may well be a different and more productive dialogue. The central question seems no longer as much "What role ought the faculty to play in governance?" Our preliminary findings indicate that this answer may already have been generally agreed upon. If this is the case, it leads to a secondary question: "How can Maryland higher education institutions move closer to the preferred faculty role in governance?" It is a question of means and not of ends. And each institution must decide on its own appropriate set of means.

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# CHAPTER III

## SUMMARY SESSION

## SUMMARY SESSION

### Introduction

After the morning speakers had finished, the Conference participants separated into five discussion groups. These discussion groups were carefully constructed so that each contained a mixture of faculty senate leaders, administrators, presidents, trustees, and central governing board staff members. Each discussion group stayed together through a morning and an afternoon discussion session on two different topics.

There were five topics pre-assigned to the discussion groups. A discussion group leader presented the topic to one group before lunch and to another group after lunch. The discussion topics were (1) faculty involvement in retrenchment; (2) administrative appointments; (3) curriculum decisions; (4) campus budget decisions; and (5) long-range planning.

The topics were approached differently before lunch and after. In the morning sessions, the group leaders addressed the question: "Should the faculty role in this area be advisory, consultative, or decision making?" The following distinctions were used:

advisory - faculty members have input to a group or person who makes the decision.

consultative - faculty members and administrators are both on a collegial group which makes the decision by vote or by consensus.

decisionmaking - a group of faculty members make the decision.

The question for the afternoon session was more general. Put simply, it was "Who speaks for the faculty?" This question led to several subsidiary topics, such as:

- What is the relationship of formal faculty organization to decisions in this area?
- What is a legitimate "faculty position?"
- Who is the faculty?
- Should the President or administration select faculty participants in decisions in this area or should they be chosen by a faculty group?

At the end of the day, a plenary session was held to allow the discussion group leaders to summarize the results of their sessions. Their charge was to indicate points of consensus and to clearly state the differences of opinions, when these existed.

The summary comments of the discussion group leaders are presented in the following pages.

# Faculty Involvement in Retrenchment

By

James M. Nickell

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One of the reasons we focused on retrenchment decisions was that many faculty groups do not care to participate in decision making in this area; and one question, of course, is why do faculties not wish to do that. The answer appears obvious in the sense that participating in retrenchment and cutting back on faculty positions is likely to result in strife, disrupt the unity of the campus, and is altogether an unpleasant task. However, the opinion was expressed and it seemed to be the consensus of the participants in the morning session that faculty had something of an obligation to participate in such decisions. If faculty were going to participate in the good side of things, then they had to face the hard decisions as well. There was some concern, however, that one of the reasons why faculty members were not immediately anxious to participate was the tendency of administrators faced by problems of retrenchment to try to recoup their own position by simply setting up a faculty structure that would be responsible for the retrenchment decisions, (altogether an unpleasant task for the faculty members) and allowing the administrators to go scott free. One of the participants pointed out that often a chief consequence of retrenchment decisions was that the dean left, and sometimes the president left the college as well. This caused the attention of the deans and other administrators in the group to be focused on this matter of how to accomplish retrenchment decisions.

The feeling of the group was that, while faculty ought to be involved in retrenchment decisions, the very fact of their involvement in this area, in which the decisions were so important and have such wide ramifications within institutions, meant that faculty also ought to be involved across the board in

decisionmaking in their institutions. Faculty members should be involved in a whole number of other areas that would bear upon retrenchment decisions: For example if enrollment is going down: Should the faculty not be involved in decisionmaking concerning admissions? concerning programs? And, if faculty are going to be involved in reallocation decisions, then they ought to be involved in these other types of decisions as well. This is an opportunity to expand the area of faculty decision making in the institution.

Over and over again, it was pointed out by a number of participants in the early session that faculty involvement in decision making in this area depends upon trust. Trust, first of all, that decisions and discussions will be listened to by the administration. Also, there is a responsibility on the part of the administration to provide faculty members involved in such activities with relevant information, to provide them, in a sense, with options, summations, and costs. It was also pointed out that the factors that lead to retrenchment decisions almost invariably were external to the institution. Ninety percent of the time, perhaps, the external reason for retrenchment decisions is student choice. Even though this is primarily the cause of the need for a retrenchment decision, it is an administrative responsibility to pin point the factor or condition making retrenchment inevitable. On the other hand, it was pointed out that, at responsible institutions, faculty groups could be made aware that a retrenchment decision was necessary by the administration giving faculty members access to relevant data; so faculty groups could verify that retrenchment decisions had to be made and could come to understand the reasons why certain actions should be taken rather than others.

We decided also, in a pretty clear consensus in the group this morning, that consultation, of the various methods of decisionmaking, was the one that seemed to be most applicable for this type of decision. Through this involvement,

among other responsibilities that the faculty have, they also had a stake in the retrenchment process and its outcome. But it was also agreed that, although faculty participate in this advisory type of activity, when, finally, push comes to shove, an administrator ultimately has the responsibility for seeing that a decision is made.

Some fear was expressed that if this consultative model of faculty participation is not in place, the high school model would prevail; namely, a lordly principal who orders the slaves around in the trenches, and this would destroy faculty morale. Once again, it was said that faculty morale depended on faculty having the conviction that they are appointed not just to teach but that they share a responsibility for the fate of the institution. The consensus was that faculty members ought to care not only about their own discipline, but also they should take an interest in the long-term health of their college or university.

In the afternoon session, we had focused upon the question "What was the faculty voice?" when it came to decisionmaking in campus affairs. It was the consensus that, from the administrative standpoint, those faculty who were appointed to office by structures in the governance document, officially recognized structures that is, were indeed faculty representatives. At the same time, the concern was expressed that some faculty members appointed to responsible positions may fail to do all the work or to consult faithfully their constituency; and, therefore, administrators who had relied unthinkingly on the official faculty representatives to speak for the faculty as a whole might well be blind-sided - making decisions and later finding that a majority of faculty members felt they had not been consulted.

On the other hand the opinions of the group were divided on the questions of "Is there a faculty voice?" and "Can we be assured on all issues, there is a voice?" Some in the group felt that - apart from bread-and-butter issues such as job security,

salaries and the like - there is no single faculty voice. There are diverse interests in a faculty that cannot always be represented faithfully by one spokesman. For that reason, it is oftentimes a dangerous undertaking to assume the role of faculty senate president. As one faculty participant said, you then become the object of target practice, and must be nimble on your feet.

I believe that sums up our two sessions.

## Administrative Appointments

By

L. Benita Mackie

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The groups of which I was moderator discussed the faculty voice in administrative appointments at three levels: departmental (divisional), dean, and president. I would like to recount some of what was said, and what agreement we reached about each level.

Both groups seemed to feel that the faculty members on the divisional or departmental levels should have major control over selection of the chairperson or head. There was very little exception taken to that principle. However, there is wide variety in the way that, in actuality, chairpersons are being selected at this time.

A major obstacle to the faculty voice finding expression at the department and division level seems to be that, as one person said, the "division chair has been there since the earth formed." Thus, the question often is how to ease someone out once he or she has ceased being effective. Some participants said that their colleges have a process for faculty evaluations of department/division heads, but that these are ineffective: often some individuals send in evaluations, but no process assures widespread participation or the codification of the opinions that are received. Again, the group - especially in the morning - felt that every division and department should have a means for serious group review of the evaluation - annual, bi-annual, whatever - of the chairperson or head. It should not be necessary to have a rebellion or a palace coup to get rid of a chairperson or head who has just been hanging on and on, obviously not doing the job.

We also discussed whether or not the position of division chair or department head should be rotated or renewed only after a serious review every three or five years. The group felt rotation or regular replacement depended on the nature of the job on each campus: Is the job totally housekeeping operations - such as registrations and student records? Does the chair have actual managerial responsibilities for personnel? Is the department head the curriculum leader for a certain discipline?

Everyone in both groups felt very strongly about the need to evaluate and regularly assess the performance of division or department heads; yet, interestingly enough, except for one school, where there is a system of rotating division chairmen, all the colleges represented have entrenched department and division heads. Therefore, unless there is a real rebellion, faculty and administration do not, really cannot, seriously review the performance of department and division heads.

We moved our attention to the dean level. Again there is a variety of ways that deans are selected. Whether it is a rule or whether it is simply a tradition, most colleges seem to operate by having the president form a search committee with a cross-section of representatives from different segments within the college - often including students, and almost always including someone from the college governance organization (faculty senate or council) and from the division chairpersons. The search committee interviews candidates, screens résumés, and makes recommendations. There was, as I am sure you can easily predict, a great deal of discontent over the operation of these search committees (and also presidential search committees). Certain participants complained bitterly over the disparity between what the board of trustees or the president or the dean had set up as the procedures by which an administrator would be selected and what had actually happened. We heard the case cited of a search committee working painstakingly through over 150 résumés, arriving at a list of ten names, and presenting it to the board - only to have the board slip in an eleventh name. Again, the committee went through the process of getting down to three candidates, and the board added the same name again. Such cases are familiar to all of us from incidents on our own campuses and what we read in the press.

We moved up the organizational ladder to discuss the appointment of presidents. No one disagreed that it is the board of trustees' responsibility, right, and privilege to select the president of a college. Everybody acknowledged that. What bothered the group, once again, was the abuse of search committees, as in the example given above. Boards solicit faculty help and then completely ignore their advice. It makes a faculty member feel a little silly, and a lot frustrated to spend all summer reading through 150 résumés, meeting with colleagues bi-weekly and handing in, under a written charge, recommendations, just to have those to whom the recommendations are given say "No, I'm sorry. Those recommendations are not what we wanted; so we will come up with some others." Even the participants who believe in a democratic, participatory process felt it would be better to have the board say at the outset of the search, "There will be no involvement. We already know the person we want."

Some people felt that perhaps faculty should not participate at all in selecting the president - even as members of a search committee in a purely advisory capacity, because faculty do not understand the role of the president. The board does, and it should choose the president accordingly.

In the general discussion of search committees, there was much discontent with the usual process of soliciting résumés and then having interviews. Many people felt this process, whether faculty were involved or not, was not the best one for selecting an administrator. Perhaps one of the projects for both college governance bodies and for administrators might be to start seeking better ways of making administrative appointments. Often the experience has been that applicants interview well; but, when they get in the job, they can't perform. They had learned how to prepare résumés and sell themselves, but they had learned less well how to fulfill the responsibilities of office.

We tried to define the role of the faculty a little more clearly when we went to the larger subjects of "Who are the faculty?" and "Who speaks for the faculty?" It seemed to be the consensus that faculty should be defined as the "teaching

faculty." Expressing the voice of the faculty in a large school, then, becomes a matter of getting appropriate representation. Most of the people in the group felt that such representation was best expressed through a regularly established council, forum, or senate. In fact, one of the ways, as several people pointed out quite strongly, that the voice of the faculty was muffled, was by having the administration go outside that governance body and set up ad hoc committees. By doing that, they actually weaken the voice of the faculty but can still claim faculty representation. This criticism merits examination, especially in view of what Dr. Boyer was saying this morning about the different ways that a faculty might express its opinion: in casual exchange while walking up and down the halls, or by serving on special committees. In this view, the regular channels of a governance structure are only one way, and not even the most important one, of forming and delivering that faculty opinion.

The last question that we looked at, in the area of administrative appointments, was the impact of administrative reorganizations. That is, if the administration decides that it wants a new associate dean or it wants two vice-presidents instead of one, should the faculty be involved both in the reorganization (restructuring) and again in the search, or should the administration be free to reorganize and then reassign existing staff? The brief time we spent on administrative reassignment of staff in newly created positions revealed that from the point of view of some critics, administrators are increasingly using reorganization as a means of by-passing regular campus governance structures.

# Curriculum Decisions

By

James E. Bell

Department of Psychology
Humanities/Social Sciences Division
Howard County College

Within the broad area of curriculum decisions, we discussed the topic of reduction of programs. We discussed 2 key questions: (1) What processes do colleges now use to reduce programs? (2) What should be the level of faculty involvement? None of our colleges have had program reductions which involved the loss of full-time faculty. However, such program reductions may be approaching for some of our colleges.

In looking at what we thought should be, we came up with three major suggestions. First, there should be an on-going collection, analysis, and evaluation of data which is shared throughout the institution, and that process should be meshed with the college's mission and goals. In some colleges, some types of data are being given to faculty. In other colleges, information is circulated within the institution, but apparently doesn't get to the faculty. Sometimes, it gets to the faculty and gets to the waste basket without faculty members realizing what they have thrown out. And, sometimes, the information is so overwhelming that faculty members do not know how to use it. For example, computer printouts of course enrollments and enrollment projections can be overwhelming to most faculty.

We suggested that there should be faculty involvement in the decision on what data are needed. In looking at program reduction, faculty should be talking to administrators about what data can be useful, and then administration should be presenting that data in a form that faculty members can understand. In addition, faculty members should be educated as to how to use the available data. From the administrative viewpoint, the faculty has complained often that administrators

have not used reliable data. Now, there are sufficient data available so that administrators are reversing that charge and saying that faculty decisions are not based on very much data.

Our second suggestion is an early warning system to alert faculty to developing problems, so that there are few surprises. In some cases, faculty members can see that they are having fewer students, and they know they are teaching in an area with high costs. With proper warning, they can start doing something themselves; they don't have to have someone tell them to do something. In other cases, consultation with faculty members by their chairperson or dean is needed to alert them to the fact that there is concern. There needs, therefore, to be on-going consultation with the administration before small problems become too large. Each year all programs that are in danger could be listed in an official publication. In this way the entire staff would be aware of those programs in danger.

Some schools have taken action in areas where there is going to be decreases. They have started re-training faculty or allowing faculty to move into other areas. Our group was given the statistic that over forty programs have been cut out of community colleges in Maryland in the last several years, but no full time faculty have been retrenched in those programs. They have moved to other places in the institution or voluntarily moved on.

One of our concerns about deciding to retrench is that even if there is a rational decision process and faculty involvement, even small retrenchments can have very big effects on the total institution. Faculty start feeling insecure and morale drops. Objectively, a faculty member may not be threatened, but it's very hard, once an institution begins some kind of retrenchment, to be able to "objectively" deal with the evaluation of educational programs.

Most colleges are hiring more part-time faculty and temporary faculty on one, two or three year contracts. From our viewpoint, these factors may contribute to a decline in the quality of instruction. This concern has to be balanced against problems that occur if we continue to hire full-time faculty who then have to be retrenched.

Our third suggestion is the establishment of procedures ahead of time to be able to handle the program reductions. These procedures might include planning committees and budget committees; but, however it is done, there needs to be a heavy faculty involvement throughout the institution before we get to the point where there has to be a decrease in programs.

We found it was difficult to discuss these issues because there are such great differences in the nature of the institutions represented at this conference. For example, in comparing community colleges to four-year colleges, it appears that, as a generalization, the four-year colleges have much more faculty involvement in this area, and they generally have appropriate mechanisms already set up. We could not say that there should be more formal faculty involvement at these colleges, because there appear to be retrenchment committees already in place in most of the four-year colleges. Secondly, the size of the institution affects these procedures. Some schools have grown from about forty faculty in one building to three or four hundred faculty on three campuses, and now decisions are much more difficult to make. Even simple communication is much more difficult. Therefore, the discussion group saw a need to develop better ways to communicate with staff on larger campuses. The third difference among colleges that influences these procedures is collective bargaining. Collective bargaining is having an effect on the schools where it is taking place, but no generalization can be made because the collective bargaining process has had different effects on the way curriculum and personnel decisions are made on different campuses. Sometimes the faculty are excluded from certain decisions by the contract, and sometimes they are not.

Finally, we agreed that, within the whole academic area, faculty involvement is an issue-by-issue problem. How much faculty involvement there should be - whether it should be consultative, decisionmaking, or just input - depends upon the decisions to be made.

In concluding, we looked at the side effect of having more faculty involvement in curriculum decisions. More faculty time and effort would have to go into committee work. Currently on some campuses there are faculty committee positions which are not filled or are very hard to fill. We just started thinking about how faculty members might be encouraged to be more active, if given the chance.

# Campus Budget Decisions

By
Hugh D. Graham
Dean, Graduate Studies and Research
University of Maryland Baltimore County

My topic is the faculty role in budgeting and that is clearly the least sexy of the five. We did agree, however, that budgeting was clearly vitally important, and also that it was confusing and often very boring.

Several elements made reaching consensus difficult. Most of these involved a value we cherish: the diversity of higher education. The variety and the range of different perspectives among us was striking, as when we went across the board and around the room, morning and afternoon, and talked about "How do you do it?" I'm sure all the groups on all the topics felt the same way but I felt it acutely because the answers differed according to the type of institution that we were talking about. Not just public versus private, but also size: small versus large made even more difference - or whether you were a community college, a four-year college, a comprehensive university, or a research university. That, in turn, would then bear upon another range of differences. If your faculty organization would fault the existing internal structure, that made a difference and especially revealing, because most of us do not deal with it, was whether you were unionized or not, whether you had collective bargaining obviously complicated the budget process.

There was yet another range of sources of difference and these involved, of course, the substantive issues you are dealing with. We started out with issues close to home because that made sense; faculty salaries and benefits, pay increases and how we get them and how we determine them. Then came the kind of secondary issues that we always spend so much of our time as faculty members

thinking about: travel budgets and secretarial support and the like. But we also talked about the big ones: instructional programs and how you pay for them, equipment, and the library. Then there was another range of issues that were further from the faculty interest, such as the capital budget, buildings and future salary savings. Finally came the kind of arcane games the State plays, if you are a public institution, or the Feds with their circulars 821. These latter are the kind of things where there seems to be a faculty consensus to "Let the administration deal with that! That's a headache!" And indeed it is.

In the morning session, we took a crude poll. We went around the room and determined, first of all, how many of the institutions represented in that group had a faculty senate or faculty body which was constituted for the representation of faculty views, and almost all did. Somewhat to my surprise, there were 14 of 16 institutions represented that had such a body. Then we asked how many of those had a budget committee, by whatever name. Again, to my surprise, 9 of the 14 did. I would hazard that you should not try to summarize a diversity such as this, but there did seem to be a generalized feeling that although we had such bodies - the budget committees, faculty senates or the equivalent - they did not really work very well. They were not very effective. They had no major impact, and they did not work as intended. This impotence, as it was felt by the group, was more or less to be expected, but the consensus held that the organizations still were probably worth having. We did not sense much feeling of anger among us about this situation. There was anger - anger at a stingy state for not paying what we deserve. But below that, anger about procedures did seem to be present.

Finally, when we asked ourselves "What would we do to improve it?" there were not many suggestions. There was no long list. There was agreement, however, on the limits of our ability to influence budgets. The presidents and the faculty

members agreed on the small amount of flexibility in the budget. We talked about the multi-million dollar budgets colleges have, but noted that campuses really only have about two, three, or four percent to work with, to make decisions about. That's the margin that makes any difference, and that is generally appreciated by the faculty. The faculty tended to agree that they were not really excluded from the system, and that when you really wanted to give input, you could get heard.

I suppose that the broadest conclusion reached by both groups is that it is inherent in the nature of the beast, and probably will so remain, that budgeting is primarily the job of the administration. It does not stop there, but that may be the bottom line. We have basically two models, and one of them is very rare. This is the model of a faculty budget committee that is almost full-time and is very muscular, very powerful. Often this committee is paid and given time off for budget review activities. There aren't many like that. UCLA has one. Roosevelt University has one. And while it seems that where the institutions are willing to invest that magnitude of resources and the committee members are willing to invest that kind of time - to become almost full-time - these committees seemed to work very well. But were they then still faculty committees?

The other 98% of colleges do not do that. They more or less do what we in Maryland do. The faculty spend their time mostly teaching, and doing research, and putting in their service-time dues. And that service time has probably got to concentrate primarily on more immediate instructional and curricular concerns anyway.

So our group's advice is to worry about that 2-4% of the budget that can make a difference, and worry about the budget where it has maximum impact on those program concerns that are our primary job. After all, there is always our sacred faculty right to bitch about it.

## Long-Range Planning

By

Horace Judson

Chairman, Department of Chemistry
Morgan State University

I always like to be the last speaker. No one complains if I am brief! I wondered this morning whether someone was making an editorial comment about long-range planning when I found out that we were scheduled in a room for Mortuary Science.

We began this morning the way most of you started. We talked about the faculty role in long-range planning: "What exists now at certain campuses?" and "What should exist?" This afternoon we talked on a more general level in terms of "Who speaks for the faculty?" There was an interesting difference between the two groups. The morning group assumed the necessity of long-range plans and proceeded to discuss what long-range planning is and the nature of long-range planning. The afternoon group insisted that we start by asking the questions first, without assumptions: Is long-range planning useful? Is it effective? or are we spinning our wheels, while all decisions are made outside of the institution and imposed upon us? And whether or not there was a need for the faculty to do anything in this area?

In the morning session, there were differences among institutions - community colleges, four-year colleges, and universities - as others have discussed. Of course, differences were apparent depending on whether the speaker was a faculty member or an administrator. There was, then, a wide range of perceptions. I could sum up by saying that, on the one hand, faculty members thought there was inadequate faculty participation in long-range planning, and most administrators thought there was very

good faculty participation. We had examples in support of both perceptions, ranging from one college which had a program consolidation in which the faculty was not consulted at all; to another where the long-range planning committee was a standing committee of the Board of Regents and had a very large portion of faculty representation, selected by the faculty, and, in that case, the committee was decision making. Where participation was acknowledged by the faculty, in our group, it was seen as advisory, at best. Where faculty participation was acknowledged by administrators, it was seen as consultative.

At one point we discussed retrenchment, program consolidation, and program elimination. Several of the administrators pointed out that their faculties were reluctant to become involved with retrenchment and program eliminations. In such decisions, the faculty opted out of the process and left the decisionmaking and implementation to the administration. Some faculty members felt that the faculty were not "opting out," but charged that often the decision is made to eliminate programs without faculty participation, then the faculty are asked to be involved in implementation. Curiously enough, an example came from an administrator, who reported that a certain college president had decided to eliminate a program, had given that decision to faculty members to carry out; and, of course, they refused to participate in that implementation.

There was consensus, however, that long-range planning and its implementation should be accomplished collegially, with the faculty having an effective consultative role. Neither faculty nor administrators thought that faculty ought to have the decision making role in long-range planning.

In the afternoon session many participants thought it was important to talk about the nature of long-range planning: What is it? They discussed the value of the process: Is it useful to engage in planning at all? After we had discussed it

for awhile, we did agree that the nature of long-range planning has changed over the years from planning in an expansion mode to "planning down." That is why it has become difficult. As in the morning session, on some campuses there was a perception of no participation and on others there was a view that faculty participated fully. Then, from a third group, there was the sense of "So What!" Who cares whether or not the faculty participated or not.

We asked the question "Who speaks for the faculty?" and discussed it at some length. We found that faculty participation came out of faculty senates, councils, and even the general faculty. There was a consensus that the faculty should have a consultative role at all levels of the planning and implementation process, that institutions should strengthen their planning process, and that the faculty should be provided with adequate data and information to participate effectively in the decision making process. This last point was made in the morning session, too. That is, often faculty took positions or were asked to make decisions without having the data or information with which to make the decision. Finally there was a consensus that, as one member of the group pointed out very strongly, the long-range plan, among other things, should indicate clearly the direction of the institution and should then be followed.

# APPENDIX 1.

## THE SURVEY INSTRUMENT

# SURVEY OF FACULTY ROLE IN GOVERNANCE

Date _____

Name of Institution _____

Title of Person Completing this Form _____

* If you don't know any of the information in these questions, just write DK (for don't know).

* Mark your response to each question with an "X" in the appropriate box.

1. a. At you College/University is there a campuswide governance body or any campuswide groups of full-time teaching faculty members.

b. What are their names? c. What are their main functions?

Body 1. _____ _____

Body 2. _____ _____

Body 3. _____ _____

Body 4. _____ _____

d. About how many full-time teaching faculty are represented by these organizations?

| | Almost All | About 3/4 | About 1/2 | About 1/4 | Almost None |
|---|---|---|---|---|---|
| Body 1. | 5 | 4 | 3 | 2 | 1 |
| Body 2. | 5 | 4 | 3 | 2 | 1 |
| Body 3. | 5 | 4 | 3 | 2 | 1 |
| Body 4. | 5 | 4 | 3 | 2 | 1 |

e. Do any of these bodies claim to speak for the entire full-time faculty?

[0. No] [1. Yes] → Which ones? (mark all that apply) [Body 1] [Body 2] [Body 3] [Body 4]

f. Do any of these bodies include administrators and staff as well as faculty members?

[0. No] [1. Yes] → Which ones? (mark all that apply) [Body 1] [Body 2] [Body 3] [Body 4]

g. Do any of these bodies include students as well as faculty members?

[0. No] [1. Yes] → Which ones? (mark all that apply) [Body 1] [Body 2] [Body 3] [Body 4]

h. Do any of these bodies play a decision-making role in campus policy?

[0. No] Go to Q2 [1. Yes] → Which ones: (mark all that apply) [Body 1] [Body 2] [Body 3] [Body 4]

i. Briefly describe these policy roles [for each "yes" answer in (h)]:

Body 1. _____

Body 2. _____

Body 3. _____

Body 4. _____

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2. a. Are there any full-time teaching faculty representatives on the governing board of the College/University?

[1. Yes] [0. No] [8. Don't know]

↓ ↘ Go to Q3 ↙

b. There are _____ full-time teaching faculty members on a governing board of _____ members, of whom _____ faculty members can vote.

c. These faculty members are (check one):

[1. Elected by Faculty] [2. Appointed by Faculty or Campus Body] [3. Appointed by Administration] [4. Other ____ _____ _____] [8. Don't Know]

3. a. Are there full-time teaching faculty representatives on the administrative budget or finance committee(s) of the College/University?

[1. Yes] [0. No] [8. Don't know]

↓ ↘ Go to Q4 ↙

b. There are _____ faculty members on finance/budget committee(s) of _____ members, of whom _____ faculty members can vote.

c. These faculty members are (check one):

[1. Elected by Faculty] [2. Appointed by Faculty or Campus Body] [3. Appointed by Administration] [4. Other _____ _____ _____] [8. Don't Know]

4. a. Is there a committee on your campus that is involved in long-range planning?

[1. Yes] [0. No] [8. Don't know]

↓ ↘ Go to Q5 ↙

b. There are _____ faculty members on long-range planning committee(s) of _____ members, of who _____ faculty members can vote.

c. These faculty members are (check one):

[1. Elected by Faculty] [2. Appointed by Faculty or Campus Body] [3. Appointed by Administration] [4. Other _____ _____ _____] [8. Don't Know]

5. How effective do you believe the faculty role in governance is expressed through

| | | Very Effective | Somewhat Effective | Not Effective |
|---|---|---|---|---|
| a. | departmental operation | 3 | 2 | 1 |
| b. | school/college/division mechanisms | 3 | 2 | 1 |
| c. | campuswide senate/ council | 3 | 2 | 1 |
| d. | system-wide senate/council (if applicable) | 3 | 2 | 1 |
| e. | faculty advisory committee to State Board for Higher Education | 3 | 2 | 1 |

6. Could you describe briefly for us the two or three major problem areas in governing your university and why the problem exists.

Problem area

1. _____ is a major problem because _____
_____

2. _____ is a major problem because _____
_____

3. _____ is a major problem because _____
_____



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7. What are the two or three most effective aspects of the current ways of faculty governance on your campus.

1. _____ is effective because _____

2. _____ is effective because _____

3. _____ is effective because _____

8. Roughly speaking how much influence would you say that faculty members actually have in the following decision-making areas within your college/university?
Take the last three years as your frame of reference.

| | A very great deal of influence | A great deal of influence | Some influence | A little influence | No influence |
|---|---|---|---|---|---|
| a. Faculty Matters | | | | | |
| 1. Appointments of new faculty | 5 | 4 | 3 | 2 | 1 |
| 2. Promotion and tenure decisions | 5 | 4 | 3 | 2 | 1 |
| 3. Termination of faculty members | 5 | 4 | 3 | 2 | 1 |
| 4. Salary matters | 5 | 4 | 3 | 2 | 1 |
| 5. Teaching assignments and loads | 5 | 4 | 3 | 2 | 1 |
| b. Academic Decisions and Policy | | | | | |
| 6. Curriculum and degree requirements | 5 | 4 | 3 | 2 | 1 |
| 7. Grades given to students | 5 | 4 | 3 | 2 | 1 |
| 8. Types of degree offerings | 5 | 4 | 3 | 2 | 1 |
| 9. New course offerings | 5 | 4 | 3 | 2 | 1 |
| 10. Admissions requirements | 5 | 4 | 3 | 2 | 1 |
| 11. No. of faculty/program area | 5 | 4 | 3 | 2 | 1 |
| 12. Reduction or elimination of degrees/courses/programs | 5 | 4 | 3 | 2 | 1 |
| c. Administration | | | | | |
| 13. Selection of President | 5 | 4 | 3 | 2 | 1 |
| 14. Selection of Academic Deans/ Provosts | 5 | 4 | 3 | 2 | 1 |
| 15. Selection of Department Chairs or Heads | 5 | 4 | 3 | 2 | 1 |
| 16. Departmental budget decisions | 5 | 4 | 3 | 2 | 1 |
| 17. Campus budget decisions | 5 | 4 | 3 | 2 | 1 |
| 18. Campus administrative decisions | 5 | 4 | 3 | 2 | 1 |
| 19. Governing board decisions | 5 | 4 | 3 | 2 | 1 |
| 20. Long range campus planning | 5 | 4 | 3 | 2 | 1 |
| d. Student Affairs | | | | | |
| 21. Academic discipline | 5 | 4 | 3 | 2 | 1 |
| 22. Student activities and organizations | 5 | 4 | 3 | 2 | 1 |
| e. Off Campus Affairs | | | | | |
| 23. State board for higher education decisions | 5 | 4 | 3 | 2 | 1 |
| 24. Legislative decisions | 5 | 4 | 3 | 2 | 1 |
| 25. State board for Community Colleges | 5 | 4 | 3 | 2 | 1 |
| 26. Multi campus system decisions (if applicable) | 5 | 4 | 3 | 2 | 1 |
| f. General | | | | | |
| OVERALL FACULTY INFLUENCE | 5 | 4 | 3 | 2 | 1 |

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9. How much influence do you think faculty members should have in these decision-making areas; that is in your view of how your college/university ought to be organized?

| | A very great deal of influence | A great deal of influence | Some influence | A little influence | No influence |
|---|---|---|---|---|---|
| a. Faculty Matters | | | | | |
| 1. Appointments of new faculty | 5 | 4 | 3 | 2 | 1 |
| 2. Promotion and tenure decisions | 5 | 4 | 3 | 2 | 1 |
| 3. Termination of faculty members | 5 | 4 | 3 | 2 | 1 |
| 4. Salary matters | 5 | 4 | 3 | 2 | 1 |
| 5. Teaching assignments and loads | 5 | 4 | 3 | 2 | 1 |
| b. Academic Decisions and Policy | | | | | |
| 6. Curriculum and degree requirements | 5 | 4 | 3 | 2 | 1 |
| 7. Grades given to students | 5 | 4 | 3 | 2 | 1 |
| 8. Types of degree offerings | 5 | 4 | 3 | 2 | 1 |
| 9. New course offerings | 5 | 4 | 3 | 2 | 1 |
| 10. Admissions requirements | 5 | 4 | 3 | 2 | 1 |
| 11. No. of faculty/program area | 5 | 4 | 3 | 2 | 1 |
| 12. Reduction or elimination of degrees/courses/programs | 5 | 4 | 3 | 2 | 1 |
| c. Administration | | | | | |
| 13. Selection of President | 5 | 4 | 3 | 2 | 1 |
| 14. Selection of Academic Deans/ Provosts | 5 | 4 | 3 | 2 | 1 |
| 15. Selection of Department Chairs or Heads | 5 | 4 | 3 | 2 | 1 |
| 16. Departmental budget decisions | 5 | 4 | 3 | 2 | 1 |
| 17. Campus budget decisions | 5 | 4 | 3 | 2 | 1 |
| 18. Campus administrative decisions | 5 | 4 | 3 | 2 | 1 |
| 19. Governing board decisions | 5 | 4 | 3 | 2 | 1 |
| 20. Long range campus planning | 5 | 4 | 3 | 2 | 1 |
| d. Student Affairs | | | | | |
| 21. Academic discipline | 5 | 4 | 3 | 2 | 1 |
| 22. Student activities and organizations | 5 | 4 | 3 | 2 | 1 |
| e. Off Campus Affairs | | | | | |
| 23. State board for higher education decisions | 5 | 4 | 3 | 2 | 1 |
| 24. Legislative decisions | 5 | 4 | 3 | 2 | 1 |
| 25. State board for Community Colleges | 5 | 4 | 3 | 2 | 1 |
| 26. Multi campus system decisions (if applicable) | 5 | 4 | 3 | 2 | 1 |
| f. General | | | | | |
| OVERALL FACULTY INFLUENCE | 5 | 4 | 3 | 2 | 1 |

10. General comments. Do you have any comments on the role of faculty in the governance of your institution that is not covered on this questionnaire, or that you would like to elaborate on further? (continue on additional sheet)

Please place completed survey in enclosed envelope and return by MAY 21, 1982

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APPENDIX 2.

TABULAR REPORT OF RESPONSES TO QUESTIONS

NUMBER 5, 8 and 9

QUESTION #5

How effective do you believe the faculty role in governance is expressed through

| | Very Effective | Somewhat Effective | Not Effective |
|---|---|---|---|
| a. departmental operation | 3 | 2 | 1 |
| b. school/college/division mechanisms | 3 | 2 | 1 |
| c. campuswide senate/ council | 3 | 2 | 1 |
| d. system-wide senate/council (if applicable) | 3 | 2 | 1 |
| e. faculty advisory committee to State Board for Higher Education | 3 | 2 | 1 |

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QUESTION 5

RESPONDENT General Faculty

OVERALL EFFECTIVENESS
(Percent)

| | 3 | 2 | 1 | N.R. |
|---|---|---|---|---|
| DEPARTMENT | 28 | 57 | 11 | 3 |
| SCHOOL/COLLEGE DIVISION | 13 | 62 | 15 | 10 |
| CAMPUS SENATE/ COUNCIL | 18 | 53 | 19 | 6 |
| SYSTEMWIDE SENATE | 6 | 20 | 26 | 45 |
| FACULTY ADVISORY COMMITTEE TO SBHE | 3 | 19 | 27 | 51 |

3 = very effective

2 = somewhat effective

1 = not effective

N.R. = nonresponses



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QUESTION 5

RESPONDENT Faculty Leaders

OVERALL EFFECTIVENESS
(Percent)

| | 3 | 2 | 1 | N.R. |
|---|---|---|---|---|
| DEPARTMENT | 26 | 48 | 13 | 13 |
| SCHOOL/COLLEGE/ DIVISION | 9 | 52 | 26 | 13 |
| CAMPUS SENATE/ COUNCIL | 26 | 56 | 13 | 4 |
| SYSTEMWIDE SENATE | - | 30 | 13 | 56 |
| FACULTY ADVISORY COMMITTEE TO SBHE | - | 35 | 26 | 43 |

3 = very effective

2 = somewhat effective

1 = not effective

N.R. = nonresponses

QUESTION 5

RESPONDENT Presidents

OVERALL EFFECTIVENESS
(Percent)

| | 3 | 2 | 1 | N.R. |
|---|---|---|---|---|
| DEPARTMENT | 52 | 35 | 4 | 9 |
| SCHOOL/COLLEGE/ DIVISION | 30 | 52 | 4 | 13 |
| CAMPUS SENATE/ COUNCIL | 43 | 52 | 4 | - |
| SYSTEMWIDE SENATE | 4 | 9 | 9 | 78 |
| FACULTY ADVISORY COMMITTEE TO SBHE | - | 13 | 56 | 43 |

3 = very effective

2 = somewhat effective

1 = not effective

N.R. = nonresponses

QUESTION 8

Roughly speaking how much influence would you say that faculty members actually have in the following decision-making areas within your college/university?
Take the last three years as your frame of reference.

| | A very great deal of influence | A great deal of influence | Some influence | A little influence | No influence |
|---|---|---|---|---|---|
| a. Faculty Matters | | | | | |
| 1. Appointments of new faculty | 5 | 4 | 3 | 2 | 1 |
| 2. Promotion and tenure decisions | 5 | 4 | 3 | 2 | 1 |
| 3. Termination of faculty members | 5 | 4 | 3 | 2 | 1 |
| 4. Salary matters | 5 | 4 | 3 | 2 | 1 |
| 5. Teaching assignments and loads | 5 | 4 | 3 | 2 | 1 |
| b. Academic Decisions and Policy | | | | | |
| 6. Curriculum and degree requirements | | 4 | 3 | 2 | 1 |
| 7. Grades given to stu[illegible] | | 4 | 3 | 2 | 1 |
| 8. Types of degree offe[illegible] | | 4 | 3 | 2 | 1 |
| 9. New course offerings | | 4 | 3 | 2 | 1 |
| 10. Admissions requireme[illegible] | | 4 | 3 | 2 | 1 |
| 11. No. of faculty/progr[illegible] | | 4 | 3 | 2 | 1 |
| 12. Reduction or eliminat[illegible] degrees/courses/programs | | 4 | 3 | 2 | 1 |
| c. Administration | | | | | |
| 13. Selection of President | - | 4 | 3 | 2 | 1 |
| 14. Selection of Academic Deans/ Provosts | 5 | 4 | 3 | 2 | 1 |
| 15. Selection of Department Chairs or Heads | 5 | 4 | 3 | 2 | 1 |
| 16. Departmental budget decisions | 5 | 4 | 3 | 2 | 1 |
| 17. Campus budget decisions | 5 | 4 | 3 | 2 | 1 |
| 18. Campus administrative decisions | 5 | 4 | 3 | 2 | 1 |
| 19. Governing board decisions | 5 | 4 | 3 | 2 | 1 |
| 20. Long range campus planning | 5 | 4 | 3 | 2 | 1 |
| d. Student Affairs | | | | | |
| 21. Academic discipline | 5 | 4 | 3 | 2 | 1 |
| 22. Student activities and organizations | 5 | 4 | 3 | 2 | 1 |
| e. Off Campus Affairs | | | | | |
| 23. State board for higher education decisions | 5 | 4 | 3 | 2 | 1 |
| 24. Legislative decisions | 5 | 4 | 3 | 2 | 1 |
| 25. State board for Community Colleges | 5 | 4 | 3 | 2 | 1 |
| 26. Multi campus system decisions (if applicable) | 5 | 4 | 3 | 2 | 1 |
| f. General | | | | | |
| 27. OVERALL FACULTY INFLUENCE | 5 | 4 | 3 | 2 | 1 |



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QUESTION 8: RESPONDENT FACULTY LEADERS

- RATING -
(Percent)

| QUESTION | 5 | 4 | 3 | 2 | 1 | N.R. |
|---|---|---|---|---|---|---|
| 1 | 26 | 43 | 18 | 8 | 2 | 2 |
| 2 | 15 | 34 | 30 | 12 | 7 | 2 |
| 3 | | | | | | |
| 4 | 3 | 11 | 31 | 27 | 22 | 4 |
| 5 | 26 | 45 | 19 | 5 | 4 | 2 |
| 6 | 28 | 44 | 27 | 2 | 1 | - |
| 7 | 79 | 19 | 2 | - | - | 1 |
| 8 | 16 | 44 | 29 | 6 | 3 | 2 |
| 9 | 28 | 48 | 20 | 1 | 2 | 1 |
| 10 | 7 | 9 | 35 | 22 | 15 | 9 |
| 11 | - | 13 | 40 | 22 | 22 | 6 |
| 12 | 6 | 23 | 37 | 16 | 10 | 9 |
| 13 | 2 | 8 | 24 | 28 | 35 | 4 |
| 14 | - | 15 | 31 | 35 | 20 | 1 |
| 15 | 19 | 41 | 24 | 9 | 7 | - |
| 16 | 6 | 20 | 31 | 28 | 15 | 1 |
| 17 | - | 2 | 20 | 38 | 37 | 2 |
| 18 | - | 3 | 22 | 42 | 33 | 2 |
| 19 | - | 1 | 17 | 28 | 44 | 8 |
| 20 | 3 | 11 | 37 | 30 | 17 | 3 |
| 21 | 12 | 32 | 33 | 18 | 2 | 3 |
| 22 | 2 | 15 | 38 | 30 | 9 | 6 |
| 23 | 2 | 1 | 7 | 30 | 42 | 17 |
| 24 | - | - | 13 | 31 | 45 | 9 |
| 25 | - | 1 | 11 | 30 | 30 | 25 |
| 26 | - | 3 | 12 | 18 | 25 | 38 |
| 27 | 2 | 15 | 51 | 28 | 5 | - |

QUESTION 8: RESPONDENT FACULTY LEADERS

- RATING -
(Percent)

| QUESTION | 5 | 4 | 3 | 2 | 1 | N.R |
|---|---|---|---|---|---|---|
| 1 | 29 | 21 | 25 | 13 | 13 | - |
| 2 | 21 | 29 | 17 | 21 | 8 | 4 |
| 3 | | | | | | |
| 4 | - | 13 | 38 | 21 | 25 | 3 |
| 5 | 8 | 27 | 46 | 21 | - | - |
| 6 | 42 | 33 | 13 | 13 | - | - |
| 7 | 71 | 25 | 4 | - | - | - |
| 8 | 25 | 25 | 29 | 17 | - | 4 |
| 9 | 42 | 33 | 17 | 8 | - | - |
| 10 | 8 | 13 | 29 | 21 | 29 | |
| 11 | 8 | 8 | 33 | 17 | 25 | 9 |
| 12 | 13 | 13 | 42 | 4 | 13 | 15 |
| 13 | - | 21 | 33 | 13 | 25 | 8 |
| 14 | 4 | 21 | 33 | 13 | 29 | - |
| 15 | 17 | 13 | 25 | 25 | 17 | 3 |
| 16 | 13 | 8 | 46 | 13 | 17 | 3 |
| 17 | - | 8 | 25 | 21 | 38 | 8 |
| 18 | - | 4 | 29 | 25 | 38 | 4 |
| 19 | - | - | 21 | 38 | 38 | - |
| 20 | - | 13 | 38 | 29 | 21 | - |
| 21 | 21 | 25 | 25 | 21 | 4 | 4 |
| 22 | 8 | 13 | 29 | 42 | 8 | - |
| 23 | - | - | 8 | 25 | 58 | 9 |
| 24 | - | - | 4 | 13 | 75 | 8 |
| 25 | - | - | 8 | 29 | 46 | 17 |
| 26 | - | - | 8 | 13 | 29 | 50 |
| 27 | - | 17 | 54 | 17 | 4 | 8 |

QUESTION 8: RESPONDENT FACULTY LEADERS

- RATING -
(Percent)

| QUESTION | 5 | 4 | 3 | 2 | 1 | N.R. |
|---|---|---|---|---|---|---|
| 1 | 43 | 39 | 13 | 4 | - | - |
| 2 | 35 | 61 | 4 | - | - | - |
| 3 | | | | | | |
| 4 | 4 | 14 | 52 | 26 | - | 4 |
| 5 | 17 | 43 | 26 | 13 | - | - |
| 6 | 56 | 43 | - | - | - | - |
| 7 | 100 | - | - | - | - | - |
| 8 | 39 | 35 | 13 | 4 | - | 9 |
| 9 | 74 | 17 | 9 | - | - | - |
| 10 | 4 | 52 | 22 | 4 | 9 | 9 |
| 11 | - | 26 | 61 | - | 9 | 4 |
| 12 | 17 | 30 | 35 | 13 | - | 5 |
| 13 | 4 | 17 | 47 | 17 | 4 | 11 |
| 14 | 13 | 52 | 22 | 9 | - | 4 |
| 15 | 26 | 56 | 17 | - | - | - |
| 16 | - | 47 | 30 | 9 | 13 | - |
| 17 | - | 13 | 47 | 22 | 17 | - |
| 18 | - | 26 | 43 | 17 | 9 | 5 |
| 19 | - | 26 | 17 | 39 | 17 | - |
| 20 | 4 | 22 | 52 | 17 | - | - |
| 21 | 17 | 39 | 39 | 4 | - | - |
| 22 | 9 | 43 | 22 | 26 | - | - |
| 23 | - | - | 4 | 43 | 52 | - |
| 24 | - | - | 17 | 39 | 43 | - |
| 25 | - | - | 9 | 17 | 56 | 17 |
| 26 | - | 4 | 9 | 30 | 9 | 48 |
| 27 | 4 | 47 | 47 | - | - | 4 |

QUESTION 9

How much influence do you think faculty members should have in these decision-making areas; that is in your view of how your college/university ought to be organized?

| | A very great deal of influence | A great deal of influence | Some influence | A little influence | No influence |
|---|---|---|---|---|---|
| a. Faculty Matters | | | | | |
| 1. Appointments of new faculty | 5 | 4 | 3 | 2 | 1 |
| 2. Promotion and tenure decisions | 5 | 4 | 3 | 2 | 1 |
| 3. Termination of faculty members | 5 | 4 | 3 | 2 | 1 |
| 4. Salary matters | 5 | 4 | 3 | 2 | 1 |
| 5. Teaching assignments and loads | 5 | 4 | 3 | 2 | 1 |
| b. Academic Decisions and Policy | | | | | |
| 6. Curriculum and degree requirements | 5 | 4 | 3 | 2 | 1 |
| 7. Grades given to students | 5 | 4 | 3 | 2 | 1 |
| 8. Types of degree offerings | 5 | 4 | 3 | 2 | 1 |
| 9. New course offerings | 5 | 4 | 3 | 2 | 1 |
| 10. Admissions requirements | 5 | 4 | 3 | 2 | 1 |
| 11. No. of faculty/program area | 5 | 4 | 3 | 2 | 1 |
| 12. Reduction or elimination of degrees/courses/programs | 5 | 4 | 3 | 2 | 1 |
| c. Administration | | | | | |
| 13. Selection of President | 5 | 4 | 3 | 2 | 1 |
| 14. Selection of Academic Deans/ Provosts | 5 | 4 | 3 | 2 | 1 |
| 15. Selection of Department Chairs or Heads | 5 | 4 | 3 | 2 | 1 |
| 16. Departmental budget decisions | 5 | 4 | 3 | 2 | 1 |
| 17. Campus budget decisions | 5 | 4 | 3 | 2 | 1 |
| 18. Campus administrative decisions | 5 | 4 | 3 | 2 | 1 |
| 19. Governing board decisions | 5 | 4 | 3 | 2 | 1 |
| 20. Long range campus planning | 5 | 4 | 3 | 2 | 1 |
| d. Student Affairs | | | | | |
| 21. Academic discipline | 5 | 4 | 3 | 2 | 1 |
| 22. Student activities and organizations | 5 | 4 | 3 | 2 | 1 |
| e. Off Campus Affairs | | | | | |
| 23. State board for higher education decisions | 5 | 4 | 3 | 2 | 1 |
| 24. Legislative decisions | 5 | 4 | 3 | 2 | 1 |
| 25. State board for Community Colleges | 5 | 4 | 3 | 2 | 1 |
| 26. Multi campus system decisions (if applicable) | 5 | 4 | 3 | 2 | 1 |
| f. General | | | | | |
| 27. OVERALL FACULTY INFLUENCE | 5 | 4 | 3 | 2 | 1 |



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QUESTION 9: RESPONDENT FACULTY LEADERS

| QUESTION | - RATING - (Percent) 5 | 4 | 3 | 2 | 1 | N.R |
|---|---|---|---|---|---|---|
| 1 | 47 | 47 | 6 | - | - | - |
| 2 | 41 | 47 | 12 | - | - | - |
| 3 | | | | | | |
| 4 | 15 | 46 | 36 | 2 | - | 1 |
| 5 | 45 | 44 | 11 | - | - | - |
| 6 | 45 | 43 | 13 | - | - | - |
| 7 | 87 | 10 | 3 | - | - | - |
| 8 | 29 | 48 | 22 | - | - | - |
| 9 | 47 | 46 | 6 | - | - | - |
| 10 | 20 | 54 | 25 | 2 | - | - |
| 11 | 16 | 46 | 30 | 3 | 1 | 2 |
| 12 | 28 | 48 | 22 | 1 | - | 1 |
| 13 | 11 | 41 | 38 | 6 | 2 | - |
| 14 | 25 | 47 | 25 | 3 | - | - |
| 15 | 66 | 26 | 6 | - | - | - |
| 16 | 24 | 53 | 23 | 1 | - | - |
| 17 | 4 | 33 | 56 | 5 | 2 | - |
| 18 | 3 | 30 | 53 | 10 | 2 | 2 |
| 19 | 2 | 28 | 49 | 11 | 3 | 6 |
| 20 | 16 | 46 | 30 | 5 | 2 | - |
| 21 | 28 | 49 | 18 | 2 | 2 | 2 |
| 22 | 2 | 25 | 50 | 15 | 6 | - |
| 23 | 3 | 26 | 51 | 7 | 2 | 13 |
| 24 | 6 | 20 | 49 | 13 | 2 | 10 |
| 25 | 3 | 20 | 30 | 8 | 5 | 33 |
| 26 | 2 | 19 | 30 | 7 | 2 | 39 |
| 27 | 14 | 60 | 22 | 1 | - | 1 |



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QUESTION 9: RESPONDENT FACULTY LEADERS

- RATING -
(Percent)

| QUESTION | 5 | 4 | 3 | 2 | 1 | N.R. |
|---|---|---|---|---|---|---|
| 1 | 38 | 50 | 8 | 4 | - | - |
| 2 | 25 | 63 | 8 | 4 | - | - |
| 3 | | | | | | |
| 4 | 8 | 67 | 21 | - | - | 4 |
| 5 | 38 | 42 | 21 | - | - | - |
| 6 | 58 | 38 | 4 | - | - | - |
| 7 | 83 | 13 | 4 | - | - | - |
| 8 | 50 | 42 | 4 | - | - | 4 |
| 9 | 63 | 33 | 4 | - | - | - |
| 10 | 21 | 46 | 33 | - | - | - |
| 11 | 13 | 54 | 25 | - | - | 8 |
| 12 | 17 | 54 | 21 | 4 | - | 4 |
| 13 | 4 | 75 | 21 | - | - | - |
| 14 | 25 | 50 | 17 | 8 | - | - |
| 15 | 46 | 38 | 13 | 4 | - | - |
| 16 | 42 | 46 | 13 | - | - | - |
| 17 | 4 | 58 | 33 | 4 | - | - |
| 18 | - | 25 | 71 | 4 | - | - |
| 19 | - | 33 | 50 | 13 | - | 4 |
| 20 | 17 | 50 | 33 | - | - | - |
| 21 | 29 | 42 | 21 | 4 | - | 4 |
| 22 | 13 | 25 | 58 | - | - | 4 |
| 23 | - | 42 | 38 | 17 | - | 4 |
| 24 | - | 29 | 50 | 8 | 4 | 8 |
| 25 | - | 21 | 38 | 13 | 8 | 20 |
| 26 | - | 25 | 8 | 4 | 8 | 55 |
| 27 | 13 | 67 | 8 | - | | 12 |



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QUESTION 9: RESPONDENT PRESIDENTS

- RATING -
(Percent)

| QUESTION | 5 | 4 | 3 | 2 | 1 | N.R. |
|---|---|---|---|---|---|---|
| 1 | 30 | 61 | 8 | - | - | - |
| 2 | 38 | 48 | 8 | 4 | 4 | - |
| 3 | | | | | | |
| 4 | - | 43 | 48 | 9 | - | - |
| 5 | 4 | 48 | 48 | - | - | - |
| 6 | 70 | 30 | - | - | - | - |
| 7 | 100 | - | - | - | - | - |
| 8 | 30 | 48 | 13 | 4 | - | 5 |
| 9 | 56 | 30 | 9 | 4 | - | - |
| 10 | 9 | 61 | 13 | 4 | - | 13 |
| 11 | - | 48 | 48 | 4 | - | - |
| 12 | 9 | 39 | 39 | 9 | 4 | - |
| 13 | - | 43 | 52 | 4 | 4 | - |
| 14 | - | 83 | 17 | - | - | - |
| 15 | 35 | 65 | - | - | - | - |
| 16 | 22 | 52 | 22 | - | - | 4 |
| 17 | - | 30 | 52 | 13 | 4 | - |
| 18 | 4 | 9 | 61 | 22 | 4 | - |
| 19 | 13 | 13 | 52 | 17 | 4 | - |
| 20 | 9 | 48 | 39 | 4 | - | - |
| 21 | 39 | 39 | 22 | - | - | - |
| 22 | 9 | 48 | 22 | 17 | 4 | - |
| 23 | - | 4 | 74 | 22 | - | - |
| 24 | - | 9 | 65 | 13 | 13 | - |
| 25 | - | 9 | 39 | 22 | 4 | 26 |
| 26 | - | 9 | 30 | 13 | 9 | 39 |
| 27 | 4 | 61 | 26 | - | - | 9 |



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